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ABSTRACT

A chart is presented grouping teacher competencies into five categories, in an effort to clarify specific activities and training objectives in performance-based teacher education, both preservice and inservice, for elementary school teachers. The chart may be used by program developers, project directors, and others (1) as a means of developing needs assessment instruments, (2) for grouping staff members into training classes, (3) as a means of coordinating and integrating staff development efforts, and (4) as a means of describing the responsibilities of the elementary school teacher. The five categories present skills related to (1) content (reading and mathematics), (2) instructional technique (diagnostic and prescriptive), (3) classroom management, (4) instructional materials, and (5) human relations. Competencies listed are representative, and none of the lists are considered to be exhaustive. Competency is understood to include knowledge, understanding, and application levels. (MJB)

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Some Components of A Comprehensive Competency-Based Teacher Inservice Education Program for Reading and Mathematics

by Carl M. Schmitthausler, Ed.D

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Not many years ago, it was more or less agreed by educators that although we had theories of learning, the professionals had no real hold on a theory of teaching. The movement toward the reform of teacher education with major emphasis on providing teachers in training with opportunities to acquire specific competencies has facilitated the emergence of a theory of teaching. Efforts are still fragmented.

This report on a conceptual product related to competency-based inservice education may contribute to the thinking of those who seek to develop a unified theory of teaching. It appears to be equally applicable to preservice as to inservice education.

Eight projects are currently funded under California's Professional Development and Program Improvement Centers Act. These projects provide inservice education for elementary school staff members (administrators, teachers, aides, etc.) on a released time basis. The legislative intent, and the thrust of the administration of the program by the California Department of Education has been tied closely to seeking a rise in measured student achievement in reading and mathematics.

After several years of operation, program managers at the state level began to despair of ever finding a way to weave together into one comprehensible required annual report the apparently disparate training work done by the eight funded projects. In written and verbal descriptions, there was, on the surface, little in common among them. However, monitoring visits to projects by state personnel revealed a considerable commonality.

A process was begun in which the inservice education project directors met to describe specific activities and to exchange details about the training objectives among the projects. This led to the formulation of five components or classifications for listing the teaching skills which seem capable of being classified together. None of the components is mutually exclusive; each is really an effort to identify an area of emphasis, as if it can be separated from the others.

The chart which accompanies this article is incomplete. Teaching skills listed under each component heading are believed to be illustrative of skills which could be classified together. Most were contributed by the professional development centers project directors. Some have been added by the present writer.

In practical terms, the chart has already been utilized in these ways:

a. as a means of developing needs assessment instruments to determine focuses among an array of unmet needs for school staff members;

b. as a means for grouping staff members into training classes and further into subgroups;

c. as a means of coordinating and integrating staff development efforts in larger school districts with complex organizational structures; and,

d. as a means of describing the enormously complex responsibilities of the contemporary elementary school teacher.

California's professional development centers project directors and other administrators charged with planning and executing staff development programs are finding this group of "windows" for looking at the teachers' work to be helpful both as a communications and as a planning tool.

PB0883

COMPONENTS OF A COMPETENCY-BASED COMPREHENSIVE TEACHER EDUCATION PROGRAM FOR READING AND MATHEMATICS

Sample Skills Related to Content		Sample Skills Related to Instructional Techniques		Sample Skills Related to Classroom Management	Sample Skills Related to Instructional Materials	Sample Skills Related to Classroom Human Relations
Reading Instruction	Mathematics Instruction	Diagnostic Skills	Prescriptive Skills			
The teacher demonstrates consistently the ability to:	The teacher demonstrates consistently the ability to:	The teacher demonstrates consistently the ability to:	The teacher demonstrates consistently the ability to:	The teacher demonstrates consistently the ability to:	The teacher demonstrates consistently the ability to:	The teacher demonstrates consistently the ability to:
identify pre-reading (reading readiness) skills. identify word study skills. identify comprehension skills. perform a complete task analysis to establish a sequence for teaching a given skill. develop reading strands based on a sequence of skills. develop (or adapt) a classroom reading program based on strands. successfully assist pupils to read functionally by the transfer, utilization, and refinement of reading skills.	define and model concepts, operations, and skills from the concrete to the abstract. define and model the math strands by representation. adapt or revise the mathematics program to fit individual learners, groups of learners, and classes. invent or create appropriate learning activities when suitable ones are otherwise not available.	develop and administer a diagnostic tool or survey in reading and/or mathematics. record, analyze, and interpret diagnostic data. identify the learning modalities of learners. recognize in the learner symptoms indicative of physical, mental or emotional obstacles to learning. evaluate learner progress during on-going lessons. evaluate learner achievement at the conclusion of a lesson.	form instructional groups based on common learning needs and similar learning styles. select or create a terminal objective for the learner(s). write a task analysis for a terminal objective. use selected principles of learning as a basis for instruction toward a terminal objective. modify objectives to reflect the learning modalities of individual learners. make appropriate adaptations to a prescription based on data obtained through monitoring. sequence terminal objectives, i.e., from simple to complex, from familiar to unknown, or from concrete to abstract. call upon specialized resources when symptoms of obstacles to learning are aggravated or persistent.	give directions clearly and concisely. teach learners how to attend to and follow directions. implement an instructional management system. teach the management system to the learners. monitor and record progress of individual students through the instructional management system. modify the instructional management system to meet the needs of individual learners. plan a series of learning activities so that learners may proceed through the series without loss of time. arrange the classroom environment into functional areas. maintain an attractive, stimulating room environment.	select instructional materials directly related to a terminal teaching objective. select instructional materials which are at the appropriate level of difficulty. select instructional materials from the several media to match the modalities of the learners. select instructional materials at the appropriate interest level for the learners. create appropriate instructional materials when none are otherwise available.	use positive and negative reinforcement to enhance the self-image of the learners. assist learner to find acceptable ways of dealing openly with their emotions express adult emotions honestly when these are not harmful to the learner(s). ameliorate hostility and foster understanding between learners. obtain a positive emotional response from the learners toward the teaching/learning activities. show appreciation for the unique personal and cultural qualities of all learners.

Performance-Based Teacher Education Project AACTE

PB1279

COMPONENTS OF A COMPETENCY-BASED COMPREHENSIVE TEACHER EDUCATION PROGRAM FOR READING AND MATHEMATICS

DEVELOPED FOR THE

CALIFORNIA PROFESSIONAL DEVELOPMENT
AND
PROGRAM IMPROVEMENT PROGRAM
IN
READING AND MATHEMATICS

Each of the components in this array is believed to be essential to a comprehensive effort to develop teacher competencies necessary to assure the success of learners in mastering the basic skills of reading and mathematics. Competencies listed for each component are representative and none of the lists is considered to be exhaustive. Competency is understood to include the knowledge, understanding, and application levels.

The statute and regulations for the PDPIC program require that districts applying for funds show how staff development efforts within the districts are "integrated and coordinated." The development of this array of components makes it possible for an applicant district to conduct a needs assessment to determine which components provide the focus or emphasis for training which will meet the greatest needs. It is then possible to define the scope of the training to be offered through the PDPIC project, and to assign responsibility for other components to other jurisdictions within the district. Thus, the required "integration and coordination" may be achieved without the necessity for comingling of funds or disruption of school district organization.

Performance-Based Teacher Education Project AACTE

Performance-Based Teacher Education Project AACTE

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